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ABSTRACT

The teaching unit focuses on a month (December) of primary grade activities designed around the themes of: (1) festivals of merriment and light, (2) Christmas around the world, (3) Christmas at home, and (4) Kwanza. Concepts such as special family rituals, special foods, and giving of gifts are stressed. Suggested books, movies, and a calendar of activities are provided. Included for each activity is information on the content area, the age group, and the activity (includes materials, special set-up, objectives to stress). Also provided on each activity sheet is space for recording individual students' expected responses to the activity. A variety of handouts and cutouts suitable for duplication are appended. The unit is intended to be used as part of a curriculum package which includes language boards and tape recordings. (DB)

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DECEMBERFEST!

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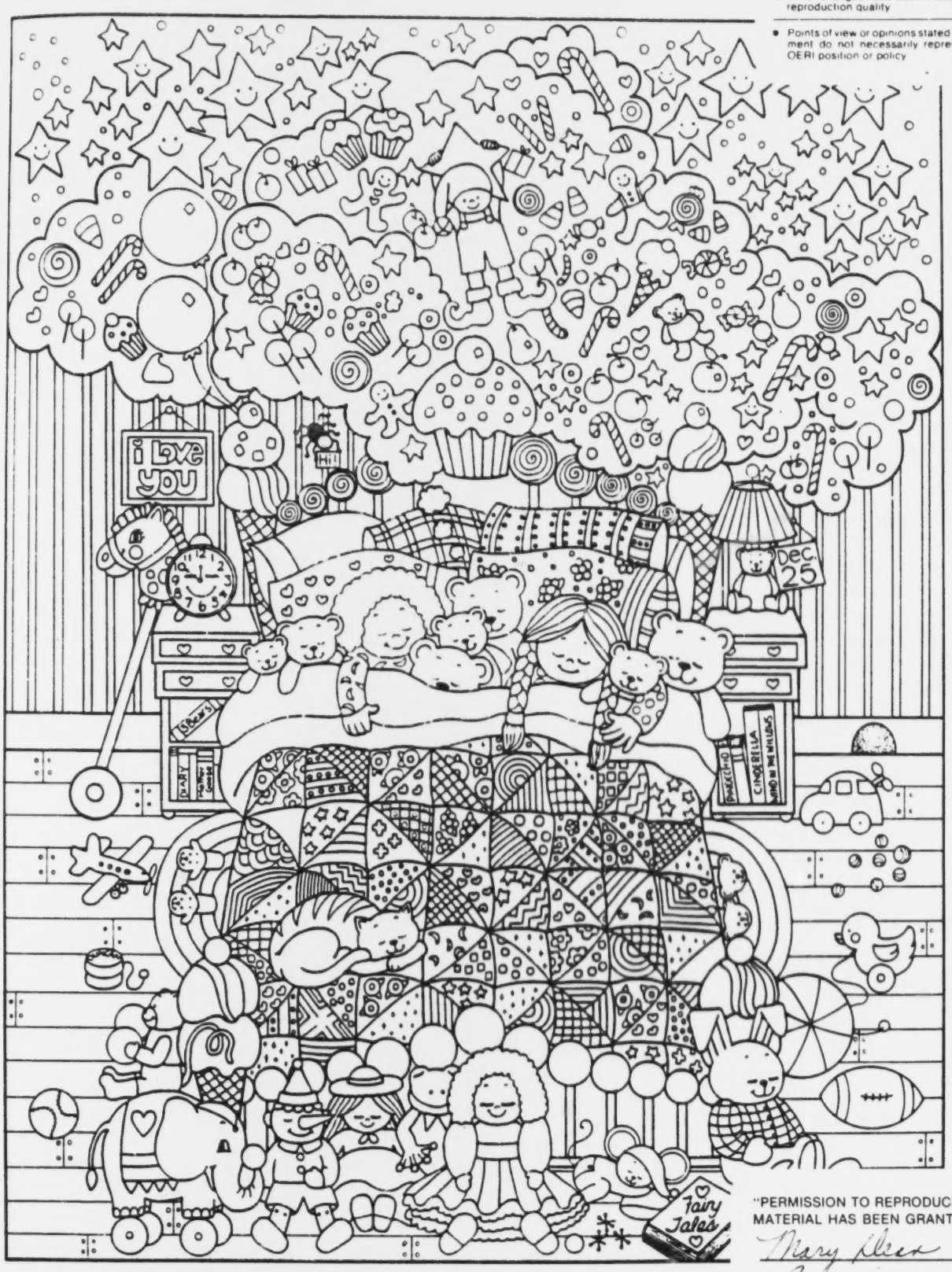

(an ABLE teaching unit)

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Introduction to theme: **Decemberfest**

The month of December ties all families together as they celebrate religious occasions and seasonal activities. This unit encompasses a variety of rituals celebrated around the world during December. Four week long "mini-units" are included that revolve around these themes:

(1) Festivals of Merriment and Light
(2) Christmas Around the World
(3) Christmas at Home
(4) Kwanza

Although four weeks of activities have been included, you may select two or three that best fit the needs of your classroom and interests. For example, classrooms with large numbers of black children may wish to do the mini-unit on Kwanza. All the mini-units center on these concepts:

(1) Families have special rituals in December.
(2) We eat special foods
(3) Red and green are colors that are prominent in December.
(4) We give presents to people that we love.
(5) Candles, stockings, trees and Santa Claus are symbols of the activities during December.

The supplementary materials contain the language boards, songs from the TOTAL curriculum used during these activities and assorted other ideas that you can incorporate into the unit. Music selections can be found on previous tapes. We hope that you add your own ideas to this supplementary packet and this is one of the reasons why we encourage you to put this information in a duotang folder.

Here are some books that you can use to supplement many of the teaching activites.

Adler, A Picture Book of Hanukkah
Anglund, Christmas is a Time for Giving
Berenstain, The Berestain Bears Christmas Tree
Brown, Little Fir Tree
Bruna, Christmas and Christmas Book
Clifton, Everett Anderson's Christmas Coming

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De Paola, The Family Christmas Tree Book
Fraser, Los Posados
Hoban, It's Really Christmas!
Keat, Christmas Pinata
Lindgren, Christmas in the Noisy Village
Suess: How the Grinch Stole Christmas

Supplementary Materials:

Movies: (available from the Wayne Oakland Library Federation)

Big Downtown Christmas (1C-1173)
Black Forest Family Celebrates Christmas (1.5C-112)
Christmas Carol (3C-699 and 3-737)
Christmas Cracker (1C-1488)
Christmas(1C-2229)
Christmas Is (2C-2018)
Christmas on Grandfather's Farm (2C-768)
Christmas Tree (1C-2173)
Christmas Visit (1-1200)
Fir Tree (3C-574)
First Christmas tree (2C-1305)
How the Animals Discovered Christmas (2C-384)
Mole and the Christmas Tree (1C-2272)
Night Before Christmas (1C-469)
Pluto's Christmas Tree (1C-1364)
Santa Claus Suit (2C2024)
Santa's Surprise (1C-1296)
Twelve Days of Christmas (1C-1442)
Visit from St. Nicolas (1C-152)

VHS stores have many rentals appropriate for the holiday season.

SCHEDULE OF ACTIVITIES FOR THE UNIT: DECEMBERFEST

Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
C.E./"Festival of Merriment and Lights" I.A./"We Are Family"	Discovery: "Get Lit and Be Merry" I.A./ "Candle Art"	H.M./ Cooking "Cinnamon Buns"	C.E./Songs and Tales of Hanukkah" S./L. "Story of St. Lucia"	H.M./Cooking "Potato Latkes" S./Seasonal "A Celebration of Hanukkah"	
C.E./Lang.Group "Opening Presents" I.A./Music "Winter Wonderland"	Discovery:"Christmas Sights and Scents Around the World" I.A./"Art Props"	H.M./Cooking "Honey Muffins"	C.E./Theme Teaching "My Christmas Wish List" S./L. "Where Is Rudolph"	H.M./Cooking "Yule Logs" S./Seasonal "Posados" I.A./Music Winter Wonderland	
C.E./Lang. Group "Under the Christmas Tree" I.A./Music "Winter Wonderland"	Discovery: Holiday Book of 5 Senses I.A./Stocking Surprises & Tree Delights	H.M./Cooking "Christmas Trees"	C.E./Theme Teaching "Santa, I Want___." S.L./Christmas Stories & Songs	H.M./Cooking "Frosted Treats" I.A./Music "Winter Wonderland" S./Seasonal "Parade of Toys"	
C.E./Lang. Group "Kwanza Family Feast" I.A./Music Winter Wonderland of We Are Family	Discovery: "Lessons of Kwanza" I.A./ Celebrate the colors of Africa	H.M./Cooking "Delicious Kinara" A Kwanza Feast			
5					6

CURRENT EVENTS

Cognitive: Acquires learning skills

1. Increases motivation to interact
2. Attends to instructor/task
3. Imitates vocalizations/actions
4. Matches objects/pictures
5. Identifies/makes choices among objects
6. Follows directions

Cognitive: Develops basic cognitive abilities

7. Acquires object permanence/searches for objects
8. Interacts with/represents objects and learns early play skills
9. Understands cause and effect relationships

Cognitive: Processes information relating to attributes

10. Matches/identifies/names colors
11. Names/demonstrates function of objects

Communication: Acquires functional/pragmatic language skills

12. Developes early communication/interaction skills
13. Uses single word utterances
14. Uses language to express feelings, needs, and to share information

Communication: Learns vocabulary

15. Learns nouns
16. Learns verbs
17. Learns prepositions

Communication: Learns non-verbal communication skills

18. Learns sign language
19. Learns to use communication boards
20. Learns to use electronic devices

Social: Improves interpersonal relationships

21. Improves interaction with adults
22. Improves interaction with peers

Leisure/Recreation: Participates in social/community activities

23. Participates in social activities (e.g. parties)
24. Attends community events/activities

Independent/Functional Living: Follows routines

25. Follows daily school schedule
26. Follows daily routine, including home maintenance tasks
27. Uses calendar to keep track of activities/performs non-daily maintenance routine
28. Follows seasonal/weather related routines

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points of the activity.)

Festivals of Merriment and Light

This language group activity will develop December themes while reinforcing themes of foods and family studied in November. December is a month of celebrations-- We have parties. We eat special food. We play with family and friends. We have special things for our celebrations. (Christmas tree, wreath, Menorah) The first celebrations that will be celebrated are Hanukkah and St. Lucia's day. During these celebrations, we: have special foods; use candles (lights); play games. For this activity, you will need candles, matches, flashlight, pictures of potato, pancake, pictures of family and parties, pictures of game playing, applesauce, cinnamon rolls, wrapped boxes.

1. Introduce theme by telling students that this is the month of December, a time for many celebrations! Show pictures of party and stress underlined vocabulary in previous section. Show pictures/have some food items and stress idea of eating food at parties. Repeat for concepts of play. 2,3,5,15,16

2. Tell students of one special celebration "Hanukkah". We eat potatoe pancakes. (use pictures for potato, pancake. Have students name, identify) We use candles (lights) (use matches, candles; turn off lights and use candles or flashlight for light. Say/sign dark and light). We eat applesauce with potato pancakes. (use pictures of apples, let students taste applesauce) We get presents. (little children receive gifts for each of 8 days of Hanukkah) 2,3,5,15,16

3. If you have time, describe the celebration of St. Lucia's day, using the same concepts: We eat cinnamon buns (break one up and let students taste). We use candles (light) (repeat activity with matches/candles as when introducing Hanukkah). 2,3,5,15,16

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to be stressed at different points during the activity.)

"Songs and Tales of Hanukkah"

This is a large group language activity that focuses on some concepts associated with Hanukkah, while centering around the theme of "Festivals of Merriment and Light". The objects needed for this activity are: large piece of blue and white construction paper, a dreidel (top), a candle, a present and, if possible, a menorah.

1. Tell the group you are going to talk about and do some fun things associated with Hanukkah. We are going to sing songs and play games with our friends. Take time to identify all members of the group who are going to celebrate HANUKKAH. (2,21,22,23)

2. Show the group the dreidel. Demonstrate how it can spin. Put it back with the other objects and ask a student to find it. If he does, have him "spin it" while the group claps and staff sing "Spin the Dreidel".

   SPIN THE DREIDEL

   (tune: Row, Row, Row Your Boat)

   Spin, spin, spin the dreidel
   Spin it round and round.
   Wait to see what letter comes up
   and the prize you have found.

   If the student can approximate spinning, have him select a treat as a prize.

   (1,2,3,5,6,7,8,23)

3. Do "My Dreydel" activity from the supplementary materials. The staff should select a student to participate in the "Circle Time" activity described in this lesson. (2,3,6,21,23)

Individual Student's Expected Response to Activity:

4. Listen to a song on a record about Hanukkah. Use either "Hanukkah" from Sniggles, Squirrels and Chicken Pox by Miss Jackie or "Hanukkah" from Holiday Songs and Rhythms by Hap Palmer. Play it a couple of times and have the group listen and clap along. Staff should emphasize key concepts that tie into the lesson. (1,2,3,6)

5. Do one of the two songs about Hanukkah. Choose either "Hanukkah's A Happy Time" or "The Festival of Lights" (supplemental materials). For either song have the objects available that are mentioned in the song. Have students identify them. Give an object to several students to hold up when it is mentioned in the song the staff sings. (2,3,4,5,6,11,23)

"Hanukkah's a Happy Time" (tune: "Mary Had A Little Lamb.")

Hanukkah's a happy time, happy time, happy time.
Hanukkah's a happy time,
The Festival of Lights.

Candles are for Hanukkah, Hanukkah, Hanukkah.
Candles are for Hanukkah.
the Festival of Lights.

Dreidels spin at Hanukkah, Hanukkah, Hanukkah.
Dreidels spin at Hanukkah.
The Festival of Lights

Hanukkah's a happy time, happy time, happy time.
Hanukkah's a happy time.
The Festival of Lights.

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"A Celebration of Hanukkah"

This is a culminating activity for the first week of the unit which focused on "Festivals of merriment and light". The class can plan a party for the afternoon and each invite one friend from the school. Here are some activities that can be done.

1. Start with the group being together with their friends. Tell them we are going to celebrate Hanukkah. it is a time where we sing songs, play games and eat special foods with our families and friends. Call each student's name and have him identify the friend he brought to the party. (5,6,22)

2. Repeat the activity "Songs and Tales of Hanukkah" found in the current events section of this unit.

3. Play "Pin the Flame on the SHAMASH". The shamash is the candle in the middle of the menorah - and is the biggest one. The staff should make a menorah similar to the one in the supplementary materials called Hanukkah Party. Display this on the wall. Cut out orange flames from construction paper. Blindfold students (students in AWARENESS level group do not need to be blindfolded). Students who can stick a flame on the menorah get a small prize, the student who can find the SHAMASH gets a bigger prize. (2,3,6,23)

4. Play the Driedel game, adapting it to the abilities of students. Do this game in small groups of 5-7 students with an adult supervising and conduct it around the table. Give students small cups to keep their objects in. Use a timer and play no longer than 10 minutes. Adults may have to assist in spinning the driedel. See the **driedel** spin and spin: nun, gimel, heh, shin. Round and round watch it go. Where it lands no one can know. Each player starts with 10 to 15 candles, nuts, or raisins. Each player places one object in the POT. DRIEDEL is spun by

. . .

Individual Student's Expected Response to Activity:

one player while verse is recited. Whether spinning player wins or loses depends on which side of driedel lands upward when it falls. Use the following as a guide:

N means nisht or nothing: player receives nothing from pot.
G means gantz or all: Player receives all objects in pot. Each player must then add two objects to pot.
H means halb or half: player takes half of what is in the pot.
S means shtel or put in: Player adds two objects to pot.

When one player has won all the objects, the game is over. (1,2,3,6,8,21,22,23)

5. Serve potato latkes made duringcooking. Have students select either applesauce or sour cream to spread on the pancake. (1,5)

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

Opening Presents

This large group language activity will introduce the theme of Christmas and celebrations around the world. In all the different celebrations of December, there is a common theme - WE GIVE (PRESENTS) TO PEOPLE WE LOVE. You will need to prepare these materials: (1) Decorate shoe boxes by wrapping them in green and red paper. You may wrap them so students just need to open the lid; wrap some with yarn ribbons to untie. (2) Place objects inside boxes that students can name, using sign, WOLF or picture cards.

1. Begin by telling students that during December celebrations (Christmas, Hannukah, etc.), we give presents to people we love. Stress signs/pictures for give, present, love, friend. Have students identify a classmate as a friend by touch, point, or use of communication system. 1,2,3,12,13,14,15,16,18,19,20

2. Demonstrate "giving" a present to a friend by taking one of the packages and giving it to a friend (another staff person in room). Have students give a present to their "friend" that they found in beginning of activity. Prompt as needed so that each student ends up with a package. Stress use of signs/pictures/words "give" and "friend". 1,2,3,6,12,13,15,16,18,19,20

3. Have students, one at a time, open their present boxes. (Less able students should use boxes with lids and no ribbon or yar tie). The student should use a sign, picture card or WOLF to name the gift item. Teacher will call each student's name and ask them to show gift to the group. 1,2,7,8,15,13,18,19,20 You can also have able students give the command "open". (14,16)

4. For students unable to name gift item, they can demonstrate the function of their gift or be assisted to do this by staff. (8)

   Be sure to show lots of enthusiasm and excitement as each package is opened!

Individual Student's Expected Response to Activity:

UNIT: DECEMBERFEST

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

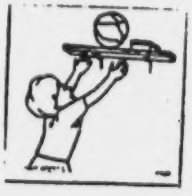
My Christmas Wish List

This large group language activity will continue with the theme concept of presents. You need to prepare several long pieces of butcher block paper, taped to the classroom wall. Also, collect ACCESS picture cards or magazine pictures of things your students like - special foods, clothing, toys, grooming items, TV, radio, etc. You also need some real objects, for those who cannot recognize pictures. Optional - one photograph of each student and staff person in the class.

1. Tell students that we want presents to be something we like to eat, to play with. Stress signs/words/pictures for underlined concepts. Have the group look at some of the picture cards/photos you have collected and name them, using their expressive system, or touch them as you talk about the picture. Make comments like "Here's a radio, for music. Who likes music?" Have students raise their hands to indicate they like music. Or say "Mary likes music", and have Mary raise her hand. 2,3,4,5,13,14,15

2. Tell the students that "We are going to make a Christmas Wish List." "Each person will show me a picture of something they want for Christmas." Teacher can ask a staff person to demonstrate selecting a picture. Label the butcher block paper:

MY CHRISTMAS WISH LIST



Use picture cards from ACCESS for Christmas and Want.

Individual Student's Expected Response to Activity:

3. Call each student's name. Have them choose: "Show me a picture of what you want for Christmas." Student should select a picture or object that represents what they like/may want for Christmas. Then, have student select their photo from a group of other students' pictures. Tape or paste their picture on the butcher block paper, along with the picture of what they want for Christmas:

   1. Tim wants a ball.

   Continue until all students and staff have selected something they want for Christmas. Be sure to have students sign/say "I want _____." 2,3,4,5,13,14,15

You may need more than one group session to complete the wish list. You can leave the paper up for a nice Christmas/holiday room display!

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Fiesta Fun"

This is a culminating activity for the second week of the Unit which focused on the different ways people celebrate Christmas around the world. The class will celebrate "POSADAS", the mass celebration of the Christmas season in Mexico. The staff will take children on a parade around the school, knocking at doors to see if they can "come in". They should be told "No - There is no room here." The ninth door should be their own classroom, where one staff has stayed back and decorated the room. When they enter, the party can begin.

1. To start the parade, the children should have a variety of props to use and wear. The girls should wear scarves on their heads and shawls, and the boys should wear sombreros and serapes. They should carry candles, and baby dolls. Model how to knock on the door and ask to come in. (2,6,3,18,21,22,23)

2. Play the "piñata" game. The staff should make a piñata out of a brown paper bag and fill it with shredded newspaper and assorted treats (candies, stickers, etc.) Decorate the piñata with red and green crepe paper strips. Have it suspended and give each student a turn at breaking it. Give each child three chances to hit and break it. (1,2,3,6,11,23)

3. Listen to some music with a Latino beat. Try "Feliz Navidad" by José Feliciano. Pass out maracas and wood blocks to use while listening. (2,3,6,22)

4. Have "Fiesta Snacks". (see supplementary materials) These should be made ahead by the staff. Also provide red pop and green pop (Faygo) in clear plastic cups. Have students tell you the color they would like to drink. (1,2,5,6,10,18,19,20)

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

Under the Christmas Treee

This large group language activity will stress naming and identification of objects as well as the concept of under. You will need a Christmas tree for the classroom, (either real or one cut from paper). Place toys, clothing items under the tree. You may want to put objects under the tree that were used during the "Christmas Wish List" activity. Be familiar with signs and have picture cards available to be used to name items under the tree.

1. Place toys/gift items under the tree. Tell the students to look "under" the tree. Have students use sign, picture cards, or voice output devices to name the toy items. Other students can touch object or demonstrate function of object. 2,11,13,15,18,19,20

2. Tell the students a story of Minnie the Mixed Up Elf - she put presents under the tree before they were wrapped! Ask for students to help get the presents back so the elves can wrap them. Give a student a picture of an object (or simply say and sign the name of the object) and ask him/her to "Find the _____ under the tree." 4,5,6,18,19,20

3. You may want to complete the activity by signing/singing the song, "Oh Christmas Tree".

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points of the activity.)

Tell It To Santa or **Santa, I Want**

This large group language activity will focus on the students using their expressive language skill to ask Santa for something for Christmas. For this activity, you will use: the Christmas Wish List; picture cards or objects that correspond to pictures on the Christmas Wish List. You will also need to have a kind, whimsical staff person dress up as Santa and sit in a chair outside the classroom. Santa could also have a bag of treats with him.

1. Review the Christmas Wish List with students. Call each student's name and point to the picture of what they "wished" for. See if student can name the picture, using communication system. (Use touch response for less able students.) 2,13,15
2. Tell students that they must Tell it to Santa, or their Christmas wishes won't come true. Have students look at their picture on the wish list of what they want and then "Find the same" from a group of picture cards you have spread out on a table. For students unable to picture match, have objects on the table, prompt them to obtain one to represent their wish, and demonstrate function of object.4,5,6
3. Tell students that Santa is waiting in the hall. Santa wants to know each student's wish for Christmas, but students must tell Santa their wish. Student can use sign, the picture card, their voice output communication aid to practice saying "I want _____." and "Merry Christmas"! Other students can give/show Santa an object to indicate their choice. 6,14,15,18,19,20
4. Let each student visit Santa and express their Christmas wish. Santa can give them a treat from his bag. Sing Christmas carols during this activity or continue to practice "I want _____."

Individual Student's Expected Response to Activity:

UNIT: DECEMBERFEST
CONTENT: CURRENT EVENTS
AGE: Elementary/Middle School
ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"A PARADE OF TOYS"

This is a culminating activity for the third week of the unit which focused on how each of us celebrate Christmas at Home...with children getting a toy under the Christmas tree. The children will celebrate using their toys and "parade" their favorites around the room. The staff should have a collection of toys available that include dolls, trucks, large balls, teddy bears, pull toys, etc. Ideally, each child should be asked to send in one of his/her favorite toys from home to use in this activity.

1. Have all the toys available on a table so the students have easy access to them. Ask the group what toys they like to play with. Have each student come up a select a favorite toy. If they are using toys they brought from home, have the child identify his/her own personal toy. (1,2,5,6,7,8)

2. Once the students have selected their toy, have them move to a circular area that has a giant red star in the path. Play some lively music for the students to march to (such as selections from "Babes in Toyland" or the "Nutcracker"). When the music stops, the students stop marching in a circle, and the student on the red star comes to the center and shows the group how to use his particular toy. Repeat until everyone has had a turn. (1,2,3,6,8,23)

3. Bring the students back to the large group area and have them sit in chairs to calm down. Have a "jack-in-the box" available to demonstrate. Repeat several times so all students get to experience the cause and effect. Then have students do this activity while staff recites: "Jack-in the box" (squat with head down), "Where can you be?" "When will you POP!" (students raise head up and make eye contact with staff) "Out to see me?" (1,2,3,6,21)

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Kwanza Family Feast"

This is the large group language activity that also introduces the theme for the week. The Kwanza celebration is something that many Afro-American families participate in. "Kwanza" is a Swahili word from the phrase "matunda ya Kwanza" which means first fruits. More information on Kwanza can be found in the supplementary materials.

1. Explain to the group that "This is a family celebration. We eat together. We show our love for each other by giving presents and working together." (This is some of the vocabulary and concepts that should be stressed during the week.) Explain these ideas to the group by using/showing actual objects. On each night of Kwanza (seven days) the family lights a canle (show candle and light it). Each family member has a mkeka (a straw place mat), mazo (fruit, show items), and vibiunzi (an ear of corn). On the last day, the family gives presents to each other after the family feast. After you have shown the items to the group, have them available for students to respond to in any of these ways: AWARENESS GROUP: Have them hold or touch items placed in hands, respond to tactile and/or other sensory qualities of objects; IMITATION: Give a choice of two, have them imitate you selecting an item that you name/describe; SELF INITIATION: Identify fruits, corn, mat or candle. (1,2,3,4,5,6,7,11,18,19)

2. Focus on the corn and fruit and the special foods that are eaten at Kwanza. Have sweet potatoes, pieces of fruit, corn and molasses available for students to taste. (They should pick what they wish to sample.) Show pictures/real objects of the various foods. Then, using the patterns found in the supplementary materials, have the students follow up by making "stuffed corn and fruits". Cut two patterns of the fruits/vegetables out of construction paper. Assist students in stapling around the edges. Have them rip newspaper and stuff their fruits. Tie yarn on the fruits and hang them on a hanger to make a fruit mobile. (2,3,5,6,10,18,19)

Individual Student's Expected Response to Activity:

DISCOVERY CENTER

Fine Motor: Develops basic hand and arm movements

1. Learns/improves/maintains reaching skills
2. Learns/improves/maintains ability to grasp and release objects

Fine Motor: Improves object manipulation & bilateral hand coordination

3. Learns/improves/maintains ability to manipulate objects
4. Learns/improves/maintains ability to use tools to perform tasks

Fine Motor: Improves perceptual motor skills (Many of which involve cognitive abilities)

5. Learns/improves/maintains visual tracking skills
6. Learns/improves/maintains visual perceptual skills
7. Learns/improves/maintains tactile perceptual skills
8. Learns/improves/maintains body image/spatial relations

Sensory: Improves postural security

9. Improves postural security in space
10. Improves/develops postural security while on movable/elevated surface

Sensory: Processes perceptual stimuli

11. Processes tactile stimuli
12. Processes auditory stimuli
13. Processes visual stimuli
14. Processes stimuli related to temperature/taste/smell

Leisure/Recreation: Plays in sand/water

15. Plays in sand
16. Plays in water

Cognitive: Acquires learning skills

17. Increases motivation to interact
18. Attends to instructor/task

UNIT: **DECEMBERFEST**

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Get Lit and Be Marry"

The materials needed for this activity include a recording of "If You're Happy and You Know It", a sparkler, candles, matches, feather duster, "laughing box", crown and/or star boy hats (per St. Lucia supplementary materials), hand mirror, applesauce, cinnamon shaker. Work on the following objectives with no more than eight students.

1. Tell the group that this is the week we are going to celebrate being happy and feeling merry. Call each student's name and ask "Is (_____) happy?" Reinforce a response to name being called. Play/sing the song "If You're Happy and You Know It"_____ and coactively move students through the songs motions.(8,12,17,18)

2. Light a sparkler for students to visually attend to and track. (5,6,13,17,18)

3. Light a candle and place it on the table. The flickering flame should address some of the student's motivational levels and prompt attending. See if any student can blow it out after a demonstration. (6,13,17,18)

4. Tickle students with a feather duster. Reinforce laughter or smile response. If you have a commercial "laughing box", see if the student can open to cause the "laughter". (1,3,7,11,12,17,18)

5. Let students try on the St. Lucia hats and look in a hand mirror. Reinforce reaction to mirror image. (1,2,3,6,13,17)

6. Have little cups of applesauce (a Hanukkah food) for students to sprinkle cinnamon (St. Lucia treat) on it. Taste. (1,2,14)

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Christmas Sights and Scents Around the World"

The materials for this activity include: Recording "It's a Small, Small World", silk poinsetta flowers - (red, white, pink), plastic jar, red pillow, baby doll, socks, small objects, rice pudding, candy canes, pine air freshner. Work on the following objectives with no more than eight students.

1. Get the group together and tell them we are going to take a whirlwind tour around the world to see how other countries celebrate Christmas. Call names to see who is "ready to go". Play the song "It's A Small, Small World", and hold hands and rock to the music. (8,12,17,18)

2. In Mexico, people call the poinsetta the "Christmas flower". Pass around silk poinsettas for students to explore. Spray them with perfume so they are scented. Have students arrange them in a "vase" by putting them in a plastic jar. (1,3,5,6,11)

3. Do this simulation of a Christmas celebration in Iraq. Have students place a baby doll (Jesus) on a red pillow. When everyone has had a turn, the teacher should touch one student, who turns and touches the person next to him. Continue until everyone has felt the "touch of peace" on Christmas Day. (1,2,3,6,7,17,18)

4. Spain has a tradition called the "Urn of Fate". Everyones name is written on a card and dropped into the plastic jar. Two cards are drawn at a time - and fate has it that these are best friends for the next year. See if students can locate the peer being called. (12,18)

5. In China and other countries, children hang their socks to be filled. Using 1" cubes or other small objects, see if students can release them and fill up a sock. (1,2,5)

6. Smell pine branches (spray with pine freshner), common in Norway & Germany.(1,7,14)

7. Eat rice pudding - a tradition in Denmark. (7,14)

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Holiday Five Senses Book"

The materials needed for this include: heavy cardboard for book pages (6 per student), hole punch, yarn, glue, ziplock bags, candy canes, plastic snowflakes (Frank's Nursery), assorted spices associated with holidays, Christmas cards (used), jingle bells (Frank's Nursery). Do this activity in a small group.

1. The directions for this activity can be found in the supplemental materials. Before assisting each student with their booklets, have them explore each of the items. Reinforce any response they may have.
   a) Jingle bells - shake by students, have them hold bells in their hands; move bells while shaking for auditory tracking. (1,5,12,18)
   b) Taste pieces of candy cane. See if students will reach for it after tasting. (1,6,14)
   c) Hold plastic snowflakes in various positions for visual fixation and tracking. Encourage reaching and grasping. (1,2,5,6,18)
   d) Show different pictures associated with Christmas. Post on a board and see if students indicate a favorite (using prolonged gaze). (6,13)
   e) Let students smell assorted spices. (14,18)

   If you have noticed any preferences the students have while doing this, build upon those while putting the books together.

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Lessons of Kwanza"

The materials for this activity include: Recording of "Won't You Be My Friend?" by Hap Palmer, white paper, glue, red, green, black tissue, plastic fruits and vegetables, bucket, ear of corn, candle, cup, apple juice. Work on the following objectives with no maore than eight students.

1. **"UMOJA" (unity) - Stand Together** Play the record "Won't You Be My Friend?" and record any response to name being called or peer awareness. Have the students reach over and touch a friend. (1,6,12,18)

2. **"JUIMA"(cooperation) - Work Together** Have the students smear Elmer's glue on a piece of white paper. Press red, green and black pieces of tissue paper on the white. Pass this around the group to do this as a group project. Call every student's name while doing this. (i.e., "Marsha just put the glue on the paper, now Ted will put a black piece of tissue on.") (1,6,7,11,17,18)

3. Pick up the vegetables/fruits and release them in the bucket for "harvesting". Have each student hold onto a fruit/vegetable while the adult passes the bucket. Stress how we are working tobether to gather the food. (1,2,5,7,18)

4. **"UJAMACA (sharing by all)"** Pass an ear of corn around the group. Call each student's name that they are to pass to. (1,2,7,12,18)

5. Have each student drink from a cup **(kikombe)** passed around the group. Put apple juice in it. (1,2,14)

6. Light a candle for students to attend to, and blow out. (5,6,17,18)

Individual Student's Expected Response to Activity:

INTEGRATED ARTS

Social: Develops positive self-concept

1. Moves through stages of attachment, spearation and early independence
2. Increases self-awareness
3. Behaves appropriately when expressing feelings
4. Participates in class activities

Social: Improves interpersonal relationships

5. Improves interaction with adults
6. Improves interaction with peers

Social: Improves classroom behavior and learns self-control

7. Improves classroom behavior (e.g. attends to and completes tasks)

Leisure/Recreation: Learns general skills related to preparing for/ accessing leisure/recreation activities

8. Prepares to participate in leisure/recreation activity
9. Accesses leisure/recreation activity

Leisure/Recreation: Listens/watches/reads for entertainment

10. Listens to tapes, radio, records/watches TV
11. Looks at/reads books

Leisure/Recreation: Develops art/craft/drama/music skills

12. Learns art skills
13. Learns craft skills
14. Role plays/develops drama and music skills

Communication: Learns non-vocal communication skills

15. Learns sign language
16. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
17. Learns to use electronic devices for communication

Cognitive: Acquires learning skills

18. Increases motivation to interact
19. Attends to instructor/task
20. Imitates vocalizations/actions
21. Matches objects/pictures
22. Identifies/makes choices among objects
23. Follows directions

INTEGRATED ARTS (continued)

Cognitive: Develops basic cognitive abilities

24. Interacts with/represents objects and learns early play skills
25. Looks at books
26. Attends to/retells stories/events

Cognitive: Processes information relating to attributes

27. Matches/identifies/names colors
28. Matches/identifies/names shapes
29. Names/demonstrates function of object

Fine Motor: Develops basic hand and arm movements

30. Learns/improves/maintains reaching skills
31. Learns/improves/maintains ability to grasp and release objects

Fine Motor: Improves object manipulation & bilateral hand coordination

32. Learns/improves/maintains ability to manipulate objects
33. Learns/improves/maintains ability to use tools to perform tasks

MUSIC THEME: "WE ARE FAMILY: PART I"

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1) The student will improve understanding of simple commands.
2) The student will improve ability to imitate sounds.
3) The student will indicate a preference for a music selection during the music sessions.
4) The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1) "We Are Family" (Sister Sledge, 45 RPM). This is the introduction song for the music session. The students can clap to the verse. When the chorus "we are family" comes on, everyone holds hands and sways to the music.

2) "Put Your Hands Up In The Air" (Hap Palmer, from the album, Learning Basic Skills Through Music, Vol. I). This is a gross motor song where the students are expected to follow the directions in the song and the actions modeled by the group leader. This song promotes the idea of how everyone in a family works and does things together.

3) "What Is Your Name?" (Hap Palmer, from the album Learning Basic Skills Through Music, Vol. I). Everybody has a name in a family. When the group leader points to the student, he must say/sign his name. If the student is unable to do this, have the group call out his name to encourage a response (the student can raise his hand when he hears his name).

4) "Make a Sound" (Ruth and David White, from the album The Rhythm Makers) People in families must learn to take turns and let others share the spotlight. This song is a repeat of Activity #4 from the lesson "Sing a Happy Song: Part II". The students will play various musical instruments.

5) "Follow the Leader" (Ella Jenkins, from the album Play Your Instruments, Make a Pretty Sound). Sometimes in families we have to all do what one person tells us to do. This song lets us practice. It is a repeat of Activity #5 from the lesson "I'll Play For You: Part I".

6) "Chapel of Love" (Dixie Cups, 45 RPM) A time when families get together is at weddings. The group will serenade the "bride" during the chorus of "chapel of Love". See the lesson "sing a Happy Song: Part I and II", Activity #6, for further directions.

7) "I Like Me" (Hap Palmer, from the album Ideas, Thoughts and Feelings). The group leader will tell each student one thing that they like about them. The second time around, the verbal students will be asked to tell something about themselves. Family members have their own special traits that each of us like.

8) "We Are Family" (Sister Sledge, 45 RPM). This is a repeat of Activity #1 which signals the end of the music session.

UNIT: **DECEMBERFEST**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Candle Art"

These activities are designed for students to complete in small groups (5:1). Encourage the use of communication boards during the lesson. Activies you can choose from include:

1. **"Glittering Candles"** Precut a large construction paper candle shape for each student. have him brush white glue on it. Using glitter in a salt shaker, demonstrate how to sprinkle glitter on it. Let it dry and shake off the excess glitter. (4,5,12,19,20,23,31,32)

2. **"Dough Candles"** Use your favorite recipe to make a fresh batch of soft dough OR use blue and white playdough (the colors of Hanukkah). Put small candles in a margarine tub. Have students roll out dough and then stick nine small candles in the form to make a "menorah". (4,13,19,20,23,31,32)

3. **"Bread Dough Candle Holders"** If students desire, they may make a candleholder for a gift to send home at the end of the week. The directions for this can be found in the supplementary materials. (4,13,19,20,23,31,32)

4. **"Light Up Supper Placemats"** Blue and white are colors associated with Hanukkah. Give each student a large piece of blue construction paper. Have him identify the color. have an assortedmix of white art media for the students to make marks with (i.e., frayon, chalk, paint, liquid white-out). Using these materials, encourage the student to make "lines" on his piece of paper in any random design. Place star stickers at the end of the mark. Tell the students these are their "candles". Laminate the placemats and use them during meals throughout the week of "Festival of Lights". (4,12,19,20,22,23,31,33,27)

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"The Story of St. Lucia"

This activity has several parts and is designed to be used during a social/leisure time. The session stresses storytelling, dress-up, and a "feast". You will need to have a "crown" (wreath with candles in it), a white dress and red sash, coffee and cinnamon buns. There is information in the supplementary material to help you with this.

1. Begin by telling the group about St. Lucia. Use photos when possible. "St. Lucia is a girl who lives in a family. She dresses in a white dress and red bow and wears a hat (wreath of candles) on her head. She brings coffee and good food to her family." Ask the group - "Who are the girls in our room that could be St. Lucia?" Have the group identify girls. (4,6,19,26)

2. Have materials available for dress-up. Each girl gets a chance to dress as "St. Lucia". Take a Polaroid picture. Clap when she is all dressed. Have her then go and find another female peer to dress as St. Lucia. (4,6,14,15,19,20,22,23,31)

3. Mount all the Polaroid pictures on poster board and display. have each student "vote" by pointing to the person who should be "National St. Lucia". Tally the votes, proclaim the winner and dress her up. (4,6,16,19,20,22)

4. "St. Lucia" should then lead her peers in a procession around the room or to the kitchen where everyone gets a cup of coffee and a bun as a "feast" treat before departure home. (4,6,14,15,16,20,23,30,31)

Individual Student's Expected Response to Activity:

MUSIC THEME: **"WINTER WONDERLAND"**

ANNUAL GOAL: The student will become an active participant in music sessions.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS

1. "Winter Wonderland" (any version... this one is from The Partridge Family) This song introduces the "winter" theme. The introduction activity is primarily used to "warm-up" the group (no pun intended). Here are some suggestions for the leader during this session: wear a hat, scarf and mittens during the song, stressing the words "cold, snow". During the chorus about the snowman, have three white circles of felt and have a student come up and "build a snowman" on the flannel board.

2. "Jingle Bell Rock" (, 45 RPM) As the song states, "jingle bell time is a swell time to rock the night away". This is a gross motor song so the group leader should encourage the students to "dance" or move any way they please during the selection.

3. "Jingle Bells" (any version...this one is Smokey Robinson and the Miracles from The Motown Christmas album) This song has a simple chorus to "sing" or "sign" along to. (Staff considering using this tape may wish to develop a simple board or program a WOLF menu with the phrase "jingle bells.) Pass out wrist bells for students to shake during the chorus, and stress "laughing all the way" as a way the students can express themselves.

4. "Sleigh Ride" (any version...this one is Johnny Mathis from Merry Christmas to You) Arrange six chairs in two rows of three to create a sleigh. The group leader should tell students to hold onto their bells - and listen for their name to be called to come into the sleigh for the sleigh ride. (Perhaps students would like to pick a friend to ride with them.) Act out the song as much as possible. Repeat the song so everyone has a turn.

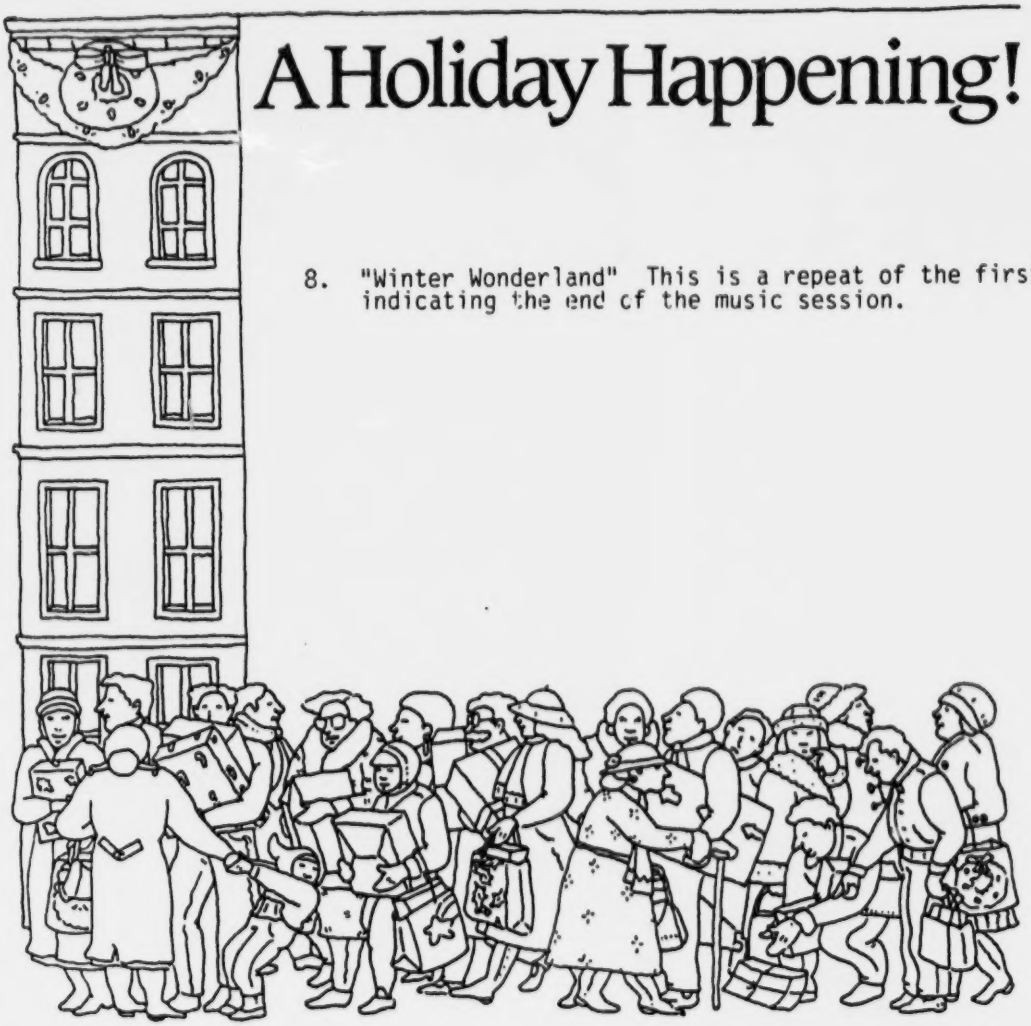
5. "What Are You Wearing?" (Hap Palmer from the album Learning Basic Skills Through Music). During winter, the weather is colder and we have to wear extra clothing. Let's find out what everyone is wearing today. The group leader should provide pictures of the items named and the sign. Students stand (or otherwise indicate) what clothing item they are wearing when they hear it in the song.

6. "Hanukkah" (Hap Palmer from the album Holiday Songs) Hanukkah is a festive winter holiday celebrated by Jewish people. During this song, stress the concept "round" by having the students move as a group around in a circle, or individually move body parts around.

7. "White Christmas" (Bing Crosby, 45 RPM) What's a winter wonderland without a white Christmas. Get the group in a close circle and rock/sway gently while you "dream of a white Christmas".

A Holiday Happening!

8. "Winter Wonderland" This is a repeat of the first selection, indicating the end of the music session.



UNIT: **DECEMBERFEST**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Art Props"

These activities are designed for the students to complete in small groups during scheduled art times. The items made during this art session will be used by the students in other activities throughout the Unit.

1. **"Rudolph Mask"** The pattern and materials needed for this can be found in the supplementary materials. The staff may wish to use actual branches (twigs) collected by the students for antlers. Assist groups as necessary with the construction. (4,12,19,20,23,24,30)

2. **"Present Poster"** Have a large sheet of construction paper for each student. Also have a large collection of pictures of items students would like to give or get as a present. Have pictures from these catagories: food, toys, things to wear. Students will select pictures and paste on their sheet. When completed, have them select a gift bow and tag to put on their poster. (4,12,19,20,22,23)

3. **"Wrap it Up"** Place a large piece of white butcher block paper on each table. Place red and green tempera paint in shallow pans. Provide a variety of print making items for students to use such as Christmas cookie cutters, potato print in triangle (tree shape), sponges, etc. Have students make prints on paper. When dry, use as gift wrap when needed. (4,12,15,16,17,20,23,31,32)

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Where Is Rudolph?"

This activity has several parts and is designed to be used during a social/leisure time period. It combines music, storytelling and games. The staff will need the following materials: Rudolph Masks and Present Posters made in art sessions, song "Rudolph the Red Nosed Reindeer", a sleigh filled with common objects and objects associated with Christmas.

1. Tell the group that "Children all over the world get presents during December. At Christmas, most children believe that their presents are carried on a sleigh by reindeer. The greatest reindeer is called Rudolph." Listen to the song, "Rudolph the Red Nosed Reindeer." Have children clap and ring "sleigh bells". Pass out the Rudolph Masks and play "Where is Rudolph". (see supplementary materials) (4,14,19, 20,23,24,31,32)

2. Now that we know Rudolph has arrived, let's see what he brought. Bring in the sleigh filled with objects. Some suggestions are: winter hat, mittens, teddy bear, wrapped present, ball, doll, book and other high interest items found around the classroom or your home. Call each student up to find an item in the sleigh and show it to their friends. (4,15,16,19,20,22,23)

3. This game is called "I See Something". Sing the following to the tune of "Frere Jacques".

   "I see something, I see something.
   It is wrapped, in a box.
   It is green and red.
   It has a great big bow.
   What is it? What is it?" (present)

   Repeat for all objects in the sleigh and for the students who can identify objects by their function or description. (4,21,22,23,29)

Individual Student's Expected Response to Activity:

4. Use the Present Posters students make during art session. Ask students to select items on the poster by playing the game "Only 5 Shopping Days Til Christmas". Write out directions on green and red cards from poster board. Put them in a bowl and have the students come up, pick one, and follow the directions you have read. Have three different selections for each group. Here are some suggestions: (Add your own to fit the posters the students have made.) (4,21,22,23,29)

AWARENESS:

- Touch the poster.
- Hold a present in your hand.
- Touch a picture on the poster.
- Find a toy.

IMITATION:

- Find a toy.
- Find something red (substitute color).
- Find something to wear.
- Find a (actual object on poster).
- Find something to eat.

SELF-INITIATION:

- Find something for a girl (boy).
- Find something to read.
- Find something for your feet.
- Find something to sit on.
- Find something with wheels.

UNIT: **DECEMBERFEST**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set up, objectives to stress at different points during the activity.)

"Stocking Surprise - Tree Delights"

These activities are designed for the students to complete in small groups. Two are presented here:

1. **"Stocking Surprise"** Use the pattern for the stockings included in the supplementary materials. Assist students in tracing and cutting. The self-initialion group may cut two pieces and stitch them together with yarn. (Dip one end of yarn in glue to harden and make stringing easier.) Have the students decorate their stockings with any materials you have provided (stickers, yarn, ribbon, glitter, sequins, etc.) Have cotton for the students to glue at the top of the stocking. Make a large fireplace on your bulletin board and place a name card for each student. Have the student come up and hang "his stocking with care" by his name. (4,12,15,16,17,19,20,22,23,31,32)

2. **"Tree Delights"** Cut two identical triangles from green construction paper. Slit one triangle from bottom to center and the other from point to center. Glue onto triangles any of the following: gummed stars, sequins, felt pieces, rickrack, or small pictures. Slide two slits together and tree will stand. Dip a cotton swab in glue and then glitter and touch on the tree to "light it up". (4,12,15,16,17,19,20,22,23,31,32)

NOTE: These art activities will provide a lot of opportunities for students to use their language boards. Stocking, red, green, Christmas tree.

Individual Student's Expected Response to Activity:

UNIT: **DECEMBERFEST**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Christmas Songs and Tales"

This activity has two parts and is designed to be used during a social/leisure time period. The focus is on music and storytelling, and using these techniques to provide the students a chance to participate using their augmentative language systems. The songs are found in the supplementary materials section and are from the TOTAL curriculum. It is recommended that the TOTAL TALE: CHRISTMAS be used with this activity. If you do not have access to this curriculum, please substitute with a story from the recommended book list that could be used in the same manner.

1. **"Sing/Sign Along"** Make up a large poster with the words and signs to "Jingle Bells" and "Toys For All". The instructor should demonstrate the song first, showing the students how to respond using their augmentative system. Practice with each student. Do the song as a group and use the autoharp or sylophone to accompany you if available. (2,4,15,16,19,20,27)

2. Read the story "Christmas". Ask questions of the group or give directives that the students can respond to by using their augmentative system. If you use the TOTAL TALE: CHRISTMAS, the directions/questions are included on the flip side of the lap book. (4,11,15,16,17,19,22,23,25,26)

3. You may wish to do some simple stories/fingerplays that stress some of the vocabulary on the language boards. Here are some suggestions:

(Tune: "Where is Thumbkin?")
Santa Claus, Santa Claus
Ho, Ho, Ho, Ho, Ho, Ho
Santa Claus, Santa Claus
Ho, Ho, Ho, Ho, Ho, HO

This song can be entirely done using the picture board/Wolf-VOCA.

(Tune: "Where is Thumbkin?")
Where is stocking, where is stocking.
Here it is, Here it is. (students hold up stocking, or point to one they made)
I have a stocking, I have a stocking.
Here it is, Here it is!
(4,14,19,20,23)

Individual Student's Expected Response to Activity:

(Tune: Here We Go Round the Mulberry Bush)

"I give my friend a stocking, a stocking,
a stocking.
I give (friend's name) a stocking,
a Christmas stocking.

The student holds the stocking while group sings first verse, selects a friend and hands it to him. (4,6,14,15,16,17,23)

(Tune: Row, Row, Row Your Boat)

Ring, ring, ring the bells,
Ring them loud and clear.
To tell the children everywhere,
that Christmas time is near.

Pass out bells for the students to use on command while staff sings. (4,14,15,20,23)

UNIT: **DECEMBERFEST**

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity.)

"Celebrate the Colors of Africa"

These activities are designed for the students to complete in small groups (5:1). Encourage the use of communication boards during the lessons. Activities included for you to chose from:

1. Put red and green paint in roll-on deodorant bottles (or use sponges dipped in paint). Press on black paper to make an abstract design. (4,7,12,20,23,27,30,31)

2. Use apples, corncob, sweet potatoe and make prints on white paper. Use black, red and green (the colors of Africa). (4,7,12,20,23,27,30,31)

3. Have some small white paper cups available. Cut small pieces of red and green foil. Have students brush Elmer's glue on their cups, and then paste pieces of the foil on it to make a mosaic cup...called a kikombe...that is a special loving cup passed during Kwanza. (4,7,13,15,16,19,20,23,31,32)

4. Make a Kwanza placemat. Instead of weaving strips of paper, provide red, green squares for students to paste on a black piece of paper. This mat can be used on Wednesday for the Kwanza Feast. (4,7,12,19,20,23,27,30,31)

Individual Student's Expected Response to Activity:

HOME MANAGEMENT

Self Care: Learns eating skills

1. Drinks from a bottle
2. Drinks liquid from a cup/straw
3. Eats food from a spoon/fork
4. Feeds self finger foods
5. Feeds self using utensils
6. Gets own drink

Self Care: Learns toileting skills

7. Demonstrates readiness for/begins process of toilet training
8. Follows appropriate toileting procedure

Self Care: Learns dressing skills

9. Removes outside clothing
10. Removes inside clothing
11. Puts on outside clothing
12. Puts on inside clothing
13. Opens clothes fasteners
14. Closes clothes fasteners

Independent/Functional Living: Learns skills related to planning/ preparing/eating meals

15. Learns skills specific to eating in cafeteria
16. Lerns skills specific to preparing and eating "sack lunch"
17. Plans menu and shops for groceries
18. Prepares family-style meal
19. Sets table and eats
20. Cleans kitchen after eating

Independent/Functional Living: Learns clothing care skills, wearing, laundering, shopping

21. Learns advanced dressing skills
22. Shops for clothes
23. Cares for clothes (e.g. washing, repairing)

Independent/Functional Living: Learns skills related to health and safety

24. Learns good health practices and takes medication responsibly
25. Follows indoor safety procedures
26. Follows outdoor safety procedures
27. Follows basic first aid procedures

Independent/Functional Living: Improves interpersonal skills

28. Learns skills related to family interaction
29. Learns information related to sexuality

HOME MANAGEMENT continued

Leisure/Recreation: Cares for pets and plants

30. Cares for a pet
31. Cares for plants

Leisure/Recreation: Plays with toys, games, computers/has a hobby

32. Plays with toys
33. Plays table games and electronic/computer games
34. Completes puzzles
35. Has a hobby/collection

Communication: Learns non-vocal communication skills

36. Learns sign language
37. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
38. Learns to use electronic devices for communication

UNIT: DECEMBERFEST

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). During this unit, the skill stressed is spreading. The teacher should make a large recipe chart of the following to post in the cooking center.

①

1½ lbs. grated potatos *

②

4 chopped onions

③

3 T. flour

④

beaten egg

⑤

Mix

⑥ Drop a spoonful on hot griddle.

Flatten to form thin pancakes. Fry 'til crispy brown... 2~3 min. each side.

POTATO LATKES

1. Put the grated potatoes into a bowl. (You can use hashed brown potatoes in the same quanity instead of doing the grating yourself).
2. Put the chopped onion in in the bowl.
3. Add the flour to the bowl.
4. Break the egg into the bowl and mix well.
5. Stir.
6. Drop a spoonful of the mixture onto a hot griddle.

Although this recipe does not include spreading, the students will spread applesauce or sour cream on the latke.

Eat hot with applesauce + cinnamon. Try yogurt or sour cream.

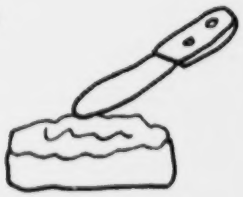
Individual Student's Expected Response to Activity:

UNIT: DECEMBERFEST

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). During this month, the skill stressed is spreading. The teacher should have a large recipe chart of the following posted in the cooking center.

①	②	③
Use one half of an English Muffin.	Open carton of Honey Butter	 Spread on muffin.

HONEY MUFFINS

1. Get an English muffin and split in half.
2. Open a carton of Honey Butter.
3. Spread the butter on the muffin.
4. Eat and enjoy.

Individual Student's Expected Response to Activity:

UNIT: DECEMBERFEST

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). During this unit, the skill stressed is spreading. The teacher should make a large recipe chart of the following to post in the cooking center.

TWINKIE YULE LOGS

1. Get one Hostess Twinkie.
2. Empty a box of Jiffy Chocolate Frosting into a bowl. (one box will frost about six twinkies).
3. Add hot water according to package directions.
4. Stir well.
5. Spread chocolate frosting on the twinkie to make the "yule log".
6. Add a cherry on top and eat.

**NOTE: The teacher should take a fork and run the tines along the frosting to make ridges like a log.

Individual Student's Expected Response to Activity:

UNIT: DECEMBERFEST

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). During this unit, the skill stressed is spreading. The teacher should make a large recipe chart of the following to post in the cooking center.

EDIBLE CHRISTMAS TREES

1. Get an ice cream cone and turn it upside down.
2. Empty a box of Jiffy frosting into a bowl. (one box will do about six cones)
3. Add hot water according to package directions.
4. Stir well.
5. Add two drops of green food coloring and stir.
6. Spread the frosting onto the ice cream cone.
7. Decorate with Fruit Loops and marshmellows.

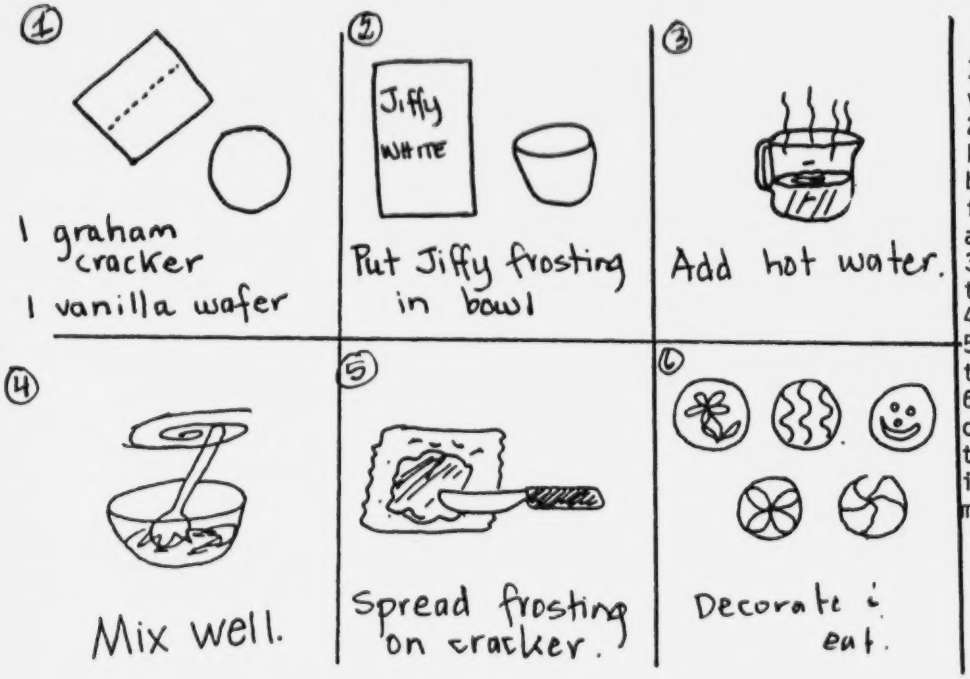
Individual Student's Expected Response to Activity:

UNIT: DECEMBERFEST

CONTENT: HOME MANAGEMENT/COOKING

AGE: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity). During this unit, the skill stressed is spreading. The teacher should make a large recipe chart of the following to post in the cooking center.



CHRISTMAS COOKIE SHAPES

1. Get a graham cracker and vanilla wafer.
2. Empty a box of Jiffy Frosting into a bowl. (two boxes should provide enough frosting for cookies for all students)
3. Add hot water according to package directions.
4. Stir well.
5. Spread the frosting on the cracker and wafer.
6. Have a variety of cookie decorations for student to use to decorate cookie, ie. raisin, sugar sprinkles, m and m's, red hots, etc.

Individual Student's Expected Response to Activity:

UNIT: DECEMBERFEST

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set up, and objectives to stress at each level.) This cooking lesson will continue to stress the skill of "spreading". This dish is part of the Kwanza celebration foods. Students can work on spreading cream cheese on their slice of bread. They will probably need some assistance in the rest of the assembly.

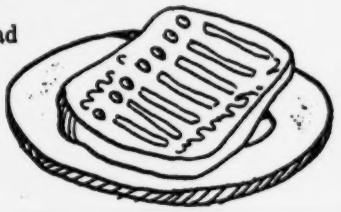
This food can be part of a feast celebration. You may wish to have the students make lemondae (see Back to School unit) to drink at the feast and it also ties into the celebration of drinking a fruit based drink.

Another idea is to repeat the "Friendship Salad" idea that was included in the Thankful for Family and Friends unit. Both of these activities provide an opportunity for students to review skills learned in past units and also support the concepts of Kwanza.

Many objectives found in current events and integrated arts can be stressed during cooking and the celebration of the Kwanza feast.

A DELICIOUS KINARA

(Makes 20 servings)



Ingredients: 20 slices whole wheat bread
three 9-oz. packages cream cheese
10 medium-sized carrots
one 8-oz. box raisins

Steps:

1. Spread each slice of whole wheat bread with cream cheese.
2. Peel the carrots and cut each one into thin strips about 3" long. Place seven carrot strips on each slice of bread. These are the candles of the kinara.
3. Place a raisin above each carrot strip. These are the candle flames.
4. Serve each child one decorated slice of bread as part of the Kwanzaa celebration.

Individual Student's Expected Response to Activity:

love

give

We are a family

(red square)

red

presents

(green square

green

toys

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CHRISTMAS TREE

stockings

presents

Santa Claus

give

give
O shape both hands, palms up, left a little ahead of right. Move out, opening fingers.

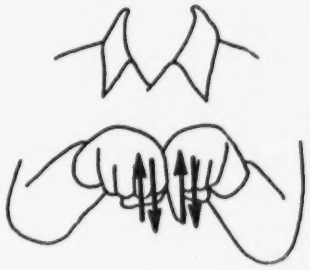
family

family
F shape both hands, palms out, thumbs and forefingers touching. Draw apart and around until little fingers touch.

red

red
Brush chin with right index finger twice.

sock



sock
S shape right hand, palm down. Brush back and forth along side of left index finger which is held palm down, tip out.

Santa

Santa Claus
C shape right hand, palm in. Place index finger on chin and arc down to chest.

love/hug
S shape both hands. Cross arms on chest.

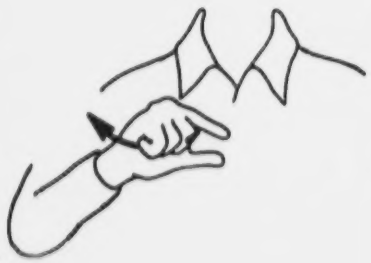
toy

toy
T shape both hands, knuckles out. Swing back and forth.

tree

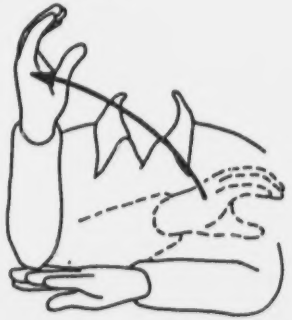
tree
Five shape right hand, palm left. Place right elbow on back of left hand and shake 5 rapidly.

green



green
G shape right hand, palm in, tips left. Rock up and down.

Christmas



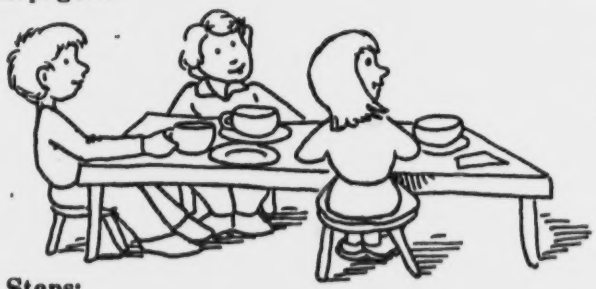
Christmas
Place elbow of right C on back of left hand which is held before you, tips right. Arc right C from left to right.

699 potato

160 candle

SANTA LUCIA DAY
Holiday Facts / Recipe

In Sweden, December 13 is the feast of Santa Lucia. It marks the beginning of the Christmas holidays. To celebrate this day, read the following paragraphs to the children and help them make the cinnamon buns described below. In addition, let them make the Lucia crowns and Star Boy hats described on page 10.



THE FEAST OF SANTA LUCIA

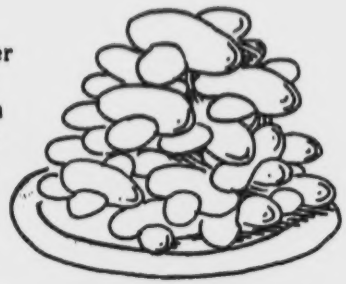
The feast of Santa Lucia has been a tradition in Sweden for many years. This feast honors Saint Lucy, who lived long ago. It was said she helped blind people, and so this feast is sometimes called "The Festival of Light."

At dawn on December 13, the oldest daughter in each Swedish household dresses in a white gown with a red sash. She also puts on a crown of evergreen with seven candles in it. Then she awakens the family with a traditional song and serves them coffee and special Santa Lucia buns.

Throughout Sweden, each town and city chooses a young woman to be Lucia for this day of celebration. She serves coffee and food to the townspeople at schools, hospitals, and other public buildings. She often has Star Boys, dressed in white and wearing silver hats, to help her. One of these young women is chosen to be the national Lucia. There is a procession in her honor, followed by a feast and a dance.

CINNAMON BUNS
(Makes 36 buns)

Ingredients: 1½ cups warm milk
½ cup sugar
2 teaspoons salt
8 tablespoons soft butter
four eggs
2 tablespoons cinnamon
two packages dry yeast
¼ cup warm water
5 cups white flour
¼ cup melted butter



Steps:

1. In a large bowl, combine the milk, sugar, salt, soft butter, eggs, and cinnamon. If the mixture is warmer than room temperature, let it cool.
2. Dissolve the yeast in the warm water. Let it stand for five minutes, then stir it into the milk mixture. Mix thoroughly and then add 3 cups of the flour, mixing well.
3. Cover the dough and let it rise for one hour in a warm place. Add the remaining 2 cups of flour and blend well. Knead the dough until it is smooth and elastic, about 15 minutes. Add more flour if necessary to make the dough firm enough to handle.
4. Place the dough in a greased bowl, cover it, and let it rise for about one hour—until it has almost doubled in bulk.
5. Lucia buns form an **X**. Punch the dough down and shape it into strips that are about 1" thick and 2" long. Cross two strips to form each bun. Place them on greased cookie sheets, cover them, and let them rise for about one hour.
6. Preheat the oven to 400° F. Brush the buns with melted butter and bake them for 15 to 20 minutes, or until they are golden brown. Serve them warm.

Happy Holidays
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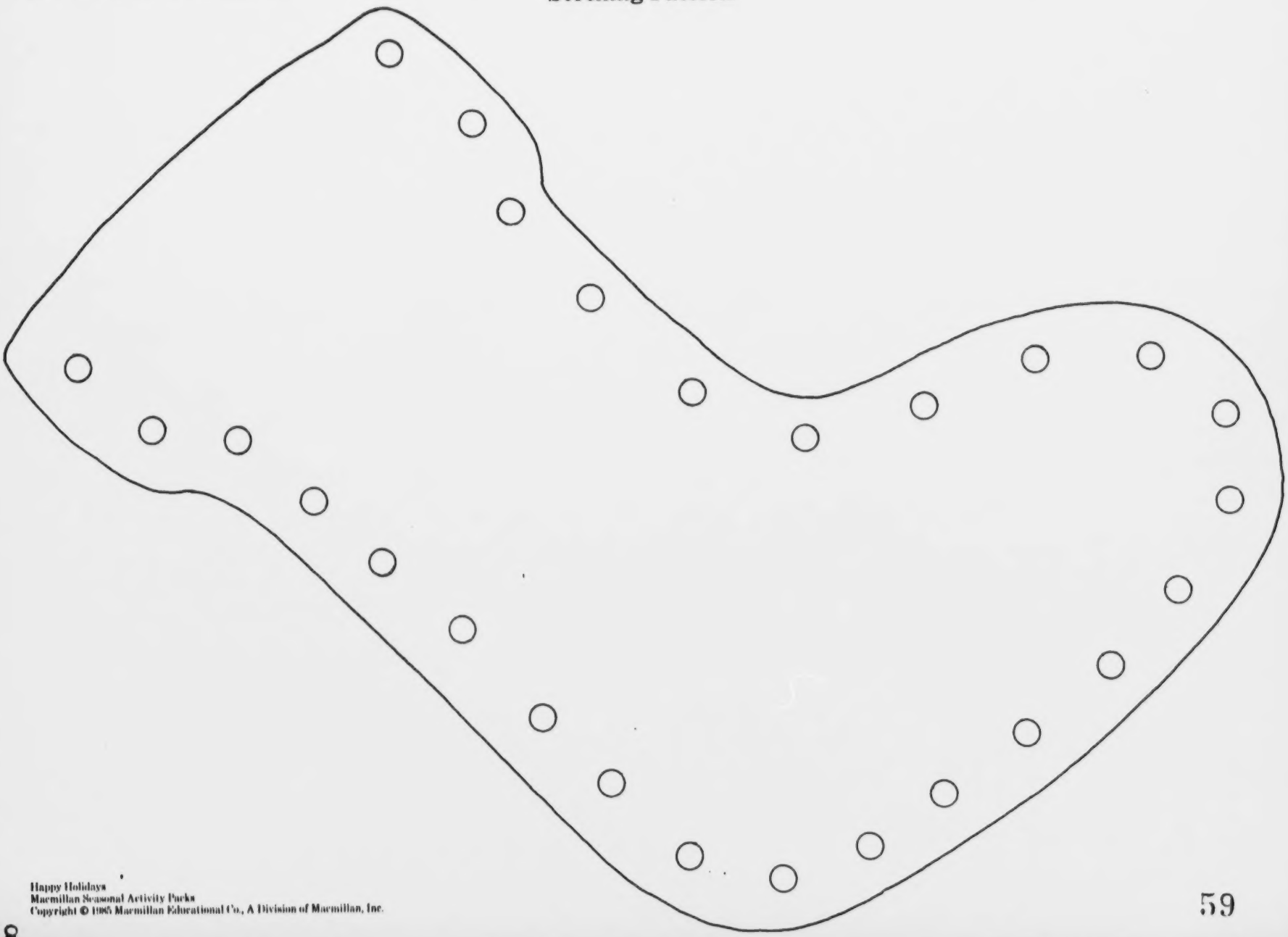
STOCKING SURPRISE

Stocking Pattern



Happy Holidays
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FACT SHEET

KWANZA

Kwanza is a Black American holiday which is observed from December 26 through January 1. The word Kwanza is taken from the Swahili language, which is a language spoken in seven countries in East Africa. The word Swanza itself means "first fruit." This celebration is reminiscent of "first fruits" festivals held at different times in many parts of Africa to appreciate harvests and other instances of good fortune.

Kwanza is based on seven princples. The Swahili word for the seven principles are Nquzo Saba. The seven principles and their meansings are:

Umoja (unity) - To share and to show love for one another.

Kujchaqulia
(self determination) - To feed, clothe, house and defend the group members.

Ujima
(collective work and responsibility) - To work together as a group.

Ujamaa
(cooperative economics) - To Share goods, services, and other supports with each other.

Nia (purpose) - To be a free and independent people, able to feed and defend the family group.

Kuumba (creativity) - To always do as much as possible to increase the beauty and the usefulness of the community.

Imani (faith) - To believe in our parents, our teachers, our cultural group, our children and our leaders.

There are important symbols of Kwanza which also have Suahili names. These symbols and their meanings are:

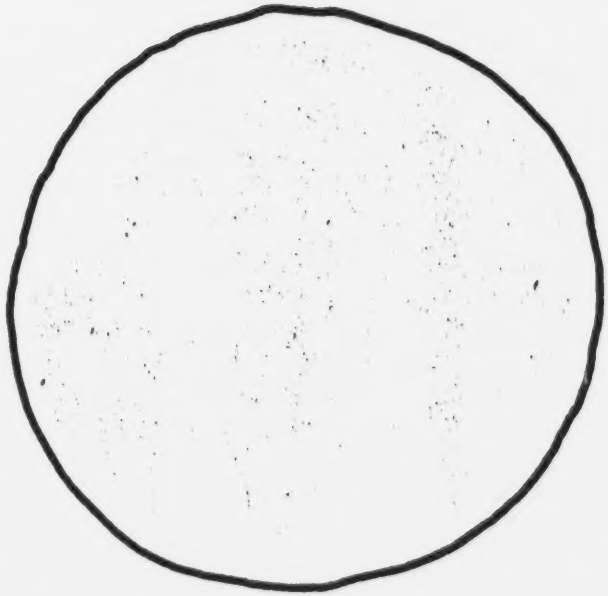
Symbol	Meaning
Mkeka	A straw mat which represents tradition.
Kinara	A seven branch candleholder which represents ancestry.
M.i'shumaa	The seven candles which represents the seven principles.
Mihindi	The ears of corn which represents the future.
KiKombe	The unity cup which represents togetherness.
Zawadi	The gifts which represents sharing with others in love.

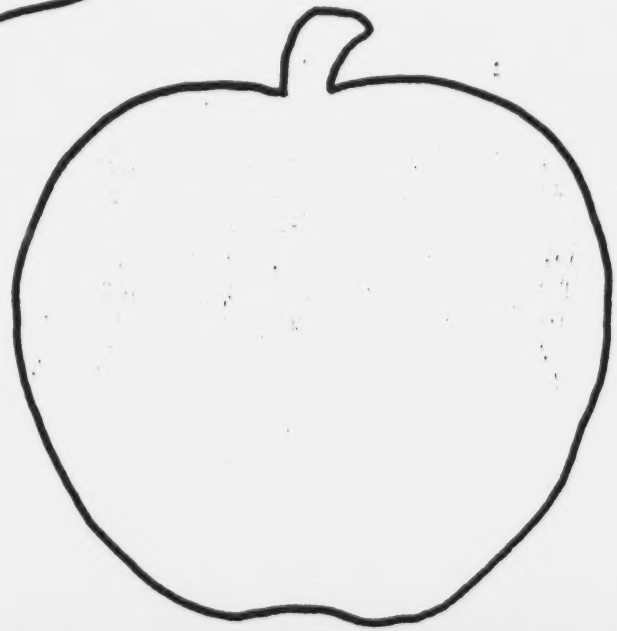
These symbols of Kwanza are placed on a table. The Mkeka is placed down first and the Kinara is set in the center of the Mkeka. Around the base of the Kinara are placed the Mihindi. (There should be: One ear of corn for each child in the family.) Finally, the Mishumaa should be placed in the Kinara. On the last day of Kwanza the Zawadi are placed on or near the Kwanza table.

Each of the seven days of Kwanza symbolizes one of the seven principles. The first day commemorates Umoja, the second day Kujichanulia, all the way up to the seventh day.

Kwanza is a thoughtful and exciting holiday. It builds in anticipation for adults and children from the beginning of the holiday to the end. It provides time for self-inspection, for reflecting on the family and the past, for enjoying family and friends, and for increasing in spirtual awareness.

KWANZAA
Corn and Fruit Patterns





Season's Greetings
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AFRICAN NOEL

A Liberian folk song

Sing No - el, Sing No - el, No - el, No - el.
1.
2.
Sing No - el, Sing No - el, No - el, No - el.
Sing we all No - el, Sing we all No - el,
Sing we all No - el, Sing we all No - el,
Sing No - el, Sing No - el, No - el, No - el.
Sing No - el, Sing No - el, No - el, No - el.

Using Rhythm Instruments

Have on hand some rhythm instruments such as wooden blocks, sticks and maracas